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ABSTRACT

A pilot study was conducted to identify sex role factors which could affect the search for employment and the adjustment to employment for vocational graduates in selected occupational areas. Target employment areas were identified through a review of occupations with a disproportionate composition by one sex or the other. These included construction trades, mechanical repairing trades for women, health occupations, and secretarial and clerical occupations for men. Among the findings were perceptual differences, which indicated changes in the perceptions of men and women to factors affecting their initial employment, factors affecting their adjustment to employment during their first six months on the job, and factors affecting their adjustment during their continuing period of employment for the remainder of the first year. Data collected on the format and structure of the research instrument used in the study indicated that the content of the research instrument was appropriate and valid to the topic. (Procedures for replication are included.) (LRA)

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FINAL REPORT

Project No. 0-1012

February 1, 1980 - June 30, 1980

A PILOT PROJECT TO IDENTIFY SEX ROLE FACTORS AFFECTING THE EMPLOYMENT OF VOCATIONAL STUDENTS IN SELECTED OCCUPATIONAL AREAS

Division of Vocational Education

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Gratitude is also expressed to Ms. Doreen DuMond who served as a graduate assistant to this project. Her efforts and suggestions greatly contributed to the successful completion of this research effort.

Further acknowledgment is given to the members of the Southern Florida business community as well as the training directors of apprenticeship programs who aided in the identification of individuals surveyed and in the distribution of questionnaires.

SUMMARY

A pilot study was conducted to identify sex role factors which could affect the search for employment and the adjustment to employment for vocational graduates in selected occupational areas. Target employment areas were identified through a review of occupations with a disproportionate composition by one sex or the other. These included construction trades, and mechanical and repairing trades for women, and health occupations, and secretarial and clerical occupations for men,

Specific goals of this pilot study included:

1. The development of a replication procedure for the identification of sex-role factors which might affect the employment of vocational students.
2. The development of an instrument to aid in the identification of sex-role factors which might affect the employment of vocational students.
3. The determination of sex-role factors which have affected the employment of vocational students in selected occupational areas.
4. The development of a rationale to disseminate this information among appropriate vocational teachers, counselors, and administrators.

Findings of this study supported the need for additional efforts in this area of research in order to provide counseling information for students preparing to enter occupations previously reserved for one sex or the other.

A revised survey research instrument and a set of replication procedures were developed and are included in the final chapter of this report.

Chapter I

INTRODUCTION

Vast efforts have been noted to be in operation throughout the country to eliminate factors which contribute to sex role stereotyping in vocational education. Activities have been undertaken to review and adjust vocational education curriculum, texts and instructional support material to remove any sex bias they might have included.

As vocational educators move toward the elimination of sex role stereotyping from their programs parallel efforts are needed outside the classroom. An assessment of factors which the recent vocational graduate might encounter while seeking employment and during the first year as an employee are critical to the individual who is in an occupational area previously reserved for one sex or the other.

Purpose of the Study

The purpose of this study was to develop a survey instrument and set of replication procedures which could be used in a set of different regional, occupational and logitudinal applications. Data collected in future applications will be helpful in the development of a profile of factors encountered by recent graduates as they begin their search for employment and adjust to the employment setting during the first year. Such information could then be utilized by vocational teachers and counselors to better advise their students prior to graduation.

The specific goals of this pilot research effort included:

1. The development of a replication procedure for the identification of sex role factors which might affect the employment of vocational students.

2. The development of an instrument to aid in the identification of sex-role factors which might affect the employment of vocational students.
3. The determination of sex-role factors which have affected the employment of vocational students
4. The development of a rationale to disseminate this information among appropriate vocational teachers, counselors, and administrators.

Review of Literature

Shifting Patterns in the Employment and Family Setting

The presence of women in the work force has steadily risen in recent years. It is becoming increasingly apparent that men and women are gravitating toward a wider spectrum of occupational possibilities. This section presents a review of the kinds of jobs in which people are employed, wage discrepancies between men and women, an examination of changes in the family structure and an exploration of some reasons for the lower occupational status of women. Unless otherwise noted, the statistical information on employment and earnings is from Norwood and Waldman's (1979) U. S. Department of Labor report: Women in the Work Force: Some New Data.

During the 1970's, women entered the work force in record numbers. Fifty-one percent of all women, ages 16 and over, were in the labor force by the first half of 1979. There was also a rising percentage of single women noted in the work force. Grossman (1979) observed an increase from 51% in 1968 to 61% in 1978. It appears that a trend has developed. Young women are leaving school, delaying marriage, and remaining at work.

The image of the woman who works part-time or the mother who stays at home to care for the children is becoming obsolete. In 1979, three out of every four working women were working 35 or more hours per week. Further, the same proportion of unemployed women were looking for full-time work. In 1978, 60% of mothers with children between the ages of 6 and 17 were working or looking for work. Forty percent of mothers with

children below the age of 3 were working or looking for work. Ten years earlier, these percentages were 50% and 25% respectively (Employment in Perspective, 1979). It is likely that if child care facilities were readily available and at a low cost, the percentage of working mothers with preschool children would be greater. Additional utilization would be likely to increase if more child care facilities for children under the age of three were available (Working Mothers, 1975).

The image of the family has also changed with regard to size and income. The traditional family of the father who works, and mother who stays at home with two children constituted only 7% of the nation's married-couple families in 1978. A more common trend in 1978 was the husband-wife two-income household with no children. This description can now be applied to approximately 16% of the Nations' married-couple families. In families where the husband was the only earner in 1978, the medium income was $15,600. Families with both husband and wife working earned a median of $19,100.

More women than ever before are heading their households. In 1978, 8.2 million American families were headed by women who were divorced, separated, never-married, or widowed (Employment and Training Report, 1979). These women are likely to be black, have young children at home, be divorced, to work in the labor market, and to live in poverty. One third of families headed by women have incomes below poverty level compared to 1 out of 19 husband-wife families in poverty. In 1978, 40% of Black families, 20% of Hispanic families, 11% of white families were headed by women. Although female heads of households are more often black than white, the increase in the number of female headed households from 1970 to 1978 was greater for whites.

The Employment Perspective of Men and Women

For the woman entering the work force, restrictions on occupational mobility and wage differentials are sometimes compounded by insufficient or outdated skills, or a lack or awareness of business procedures. To some extent, outright discrimination limits one's aspirations. In an attempt to measure discrimination against women and quantify various sources of discrimination. Oaxaca (1973) analyzed data from the 1967 Survey of Economic Opportunity. It was estimated that employer discrimination may have accounted for as much as 74% of the gross wage differential between white women and men; for blacks, the estimation was 92%. By identifying and holding constant such personal characteristics as number of children, part-time employment, occupation reference group, marital status, and population density he further estimated that the combined impact of these characteristics, could account for as much as 25.5% of the gross wage difference between men and women. In a comment on this study, Bergmann (1973) challenged the belief that the reduced work experience due to childbearing would substantially account for wage differences. Oaxaca estimated that these years of experience which may have been lost accounted for only 1.7% of the earning gap between men and women.

In 1974, the U. S. department of Labor began to recognize that labor training programs had become selective with regard to admissions and began a campaign to encourage women to seek entry into apprenticeship programs (Brennan, 1974). Although women and minorities constituted an untapped resource to fill vacancies in many occupational areas, it was predicted that without goal-oriented affirmative action plans. women and minorities

would be excluded from the higher paying positions (Labor Department, 1974).

A 1977 Philadelphia study of job applicant preference supported that prediction. Barenbaum (1977) surveyed 600 employers of dental assistants, clerical workers, auto mechanics, machinists, and television service technicians by mailing them a short questionnaire and four hypothetical job applications. Of the four applications, two represented a male and a female with equally high job competencies, and two represneted a male and a female with lesser competencies. The employers were to rank order the applications from most to least preferred for a specific job. Barenbaum found that the most qualified applicant was not always ranked as most preferred for the job and that there existed a strong tendency to choose the sex stereotyped applicant for the position. In particular, if the job was limited in scope and repetitive, a female was the preferred applicant - even in a traditionally male position.

When women are segregated into jobs that have little opportunity for advancement, the effects can be disastrous. A man and a woman, executive and secretary respectively, may be approximately the same age, may have the same number years of education, may work for the same company for 15 years and make tremendously different salaries. While it may be argued that he, as an upper-echelon employee has made a greater human investment than the secretary, there is little room for the secretary to make such an investment even if she has the energy (Bergmann, 1973).

In an effort to determine the extent to which women want or need to have the opportunity to improve their skills or learn new ones, The National Commission on Working Women established conferences

with hundreds of women from six regions around the country (Harrison, 1979). The women represented clerical workers, factory workers, craft workers, saleswomen, and service workers. They expressed a great interest in skill development but reported having met many obstacles. Two of the most important problems identified were limited opportunities for education and training. Low wages, lack of entry into nontraditional fields, inadequate or nonexistent counseling, lack of financial assistance also arose. With specific regard to barriers to education, the women discussed lack of time, money, lack of child care facilities, poor preparation for the working world due to sex stereotyping, and negative attitudes among themselves and their families, employers, teachers, and counselors. The women suggested course offerings in addition to standard and nontraditional degree programs, including: courses concerning women's rights, legislative processes, unionization, and self-help information. With regard to the lack of on-the-job training and educational incentives, many women expressed the feeling that their employers were against such training. Further, many women felt slighted that educational training was offered for upper management positions but not for the secretarial level and that this was an indication that secretarial skills were not worth enhancing. Those organizations which offered skill development reported a 59% rate of utilization by staff. Fifty-seven percent of the women reported participating in community-offered skill development of some kind (Harrison, 1979).

Research supports that masculinity is as restrictive as feminity - that social expectations of the male role can have a harmful effect on one's professional identity, health, and lifespan (Etzkowitz, 1971, Harrison, 1978, Goldberg, 1976, chap. 12). A survey of male nurses

(Etzkowitz, 1971) illustrated professional problems they faced.

Patients insisted on referring to the nurse as doctor, and patients and co-workers alike would regard them as homosexual. There appeared to be a large incongruency between being male and being a nurse. Many male nurses reported the feeling that their sexuality was constantly being evaluated by others, an awaremess of ambivalence from female nurses, and resentment from male orderlies. Female nurses were afraid that the benefits of their fights for better working conditions and salaries would be taken over by the male nurses because male administrators seemed more willing to place male nurses in positions of authority (Etzkowitz, 1971). Even though this seems to indicate that one sex does not smoothly move into the professional domain of the other, there is some evidence to indicate that nursing and other female-dominated professions would increase in prestige and desirability as a profession with the influx of males.

In a study of the effects of additional men on occupational prestige, Touhey (1974) led undergraduate students to believe that five professions primarily occupied by women would be recruiting large numbers of men; the results was that students rated those professions as significantly more prestigious and desirable than when they believed that the sexual proportions would reamin the same.

Legislation Toward Sex Equity

Sex equity in education refers to the opportunity for equal participation of both sexes in educational programs or activities. What follows is an historical account of the major legislation for equal rights which is leading the movement toward equality in education. Legislation

for Equal Rights dates back to 1919 when the Constitution was amended to allow the right to vote to women. Since that time, many Acts, Amendments, and Executive orders have become enforced to address the need for equal opportunity.

The Fair Labor Standards Act (1938) set forth that a base for wages be established for working people in both public and private sectors to include executive, administrative, professional, and sales positions. Many states apply this Act based on the number of employees. For example, the number of employees required for this Act to be effective ranges from one or more in Alaska, Hawaii, Minnesota, and Oregon to 25 or more in Missouri, Oklahoma. and Utah. States that prohibit employment discrimination based on sex may apply the Act to wages only as in Vermont, or, as in Florida, may apply the Act to State, County, and Municipal government and exclude private employment (Laws on Sex Discrimination, 1973).

The Equal Pay Act of 1963 prohibited sex discrimination in payment of wages for equal work performed with certain skill and effort under performed with certain skill and effort under similar working conditions (Weinheimer, 1978). As defined by the Wage and Hour Division of the Department of Labor, the term "wages" applies to all employment-related remunerations, e.g., overtime, uniforms, travel, and other fringe benefits. This Act further prohibits employers from establishing different rates of retirement contributions or awards based on sex but there is no control for the payment of different privileges among employers and unions across states (Brief Highlights, 1978; Lasw on Sex Discrimination, 1973).

The civil Rights Act of 1964, Title VII, prohibited discrimination

of persons on the basis of race, color, religion, sex, national origin, or age by any employer or trade union in industries that affect interstate commerce. This law later became amended by the Equal Opportunity Act of 1972 that banned classification of men's jobs and women's jobs and superseded protective legislation of many states (Brief Highlights, 1978).

The responsibility for administering Title VII rests with the Equal Opportunity Employment Commission which is composed of five Presidential appointees. The original purpose of the Commission, to investigate and attempt to reconcile discrimination charges, has been expanded to a powerful position. It now fulfills the role of bringing civil actions against employers who discriminate (Dorr, 1972). Potentially discriminating practices that are beyond the Commission's realm include occasions when sex may be an occupational qualification for the normal operation of the business, and when compensation differences are based on seniority, merit, or incentive or based on ability tests that are not intended to discriminate (Laws on Sex Discrimination, 1973).

Concurrent with the movement toward equal opportunity were Executive Orders No. 11246 (1965) which required all government contracts to include provisions forbidding federal contractors and subcontractors from discriminating on the basis of race, color, relition, or national origin in employment practices; and 11375 (1967) to include discrimination on the basis of sex. A further modification occurred through Executive Order No. 11478 when it became Federal Policy to prohibit discrimination on the basis of sex, color, religion, race, national origin and to promote equal employment through affirmative action throughout federal departments and agencies (Laws on Sex Discrimination, 1973). The movement toward equal

access in education continued with the passage of the Comprehensive Health Manpower Training Act of 1971. This Act provided people of both sexes with equal access to schools of medicine, dentistry, veterinary medicine, pharmacy, public health, or areas of allied health and further made contingent the forfeiting of federal funds for its violation (Dorr, 1972).

Two Educational Amendments in 1972 and 1976 addressed sex discrimination in education. The Education Amendment of 1972, Title IX states that any education programs and activities from the pre-school levels through graduate school that receives federal funds are prohibited from discrimination by excluding from participation in or denying the benefits of the program on the basis of sex. This affected the admissions and scholarships of students; and the firing, promotions, salaries, and course assignments of faculty. Not affected by Title IX are religious schools, private undergraduate colleges, and other traditionally single-sex institutions that do not offer vocational and technical assistance (Dorr, 1972).

The Education Amendment of 1976, Title II refers specifically to Vocational Education programs and requires that program procedures be established to assure women and men equal access.

Title II funds are earmarked 80% for basic grant allocation, 20% for program improvement and support services and require that people who participate in the planning of programs represent a variety of interests, e.g., women's and minority's concerns. The established requirements for providing equal access to Vocational Education programs focus on the areas of the administration and expenditure for State level

programming and requirements for National level programs. These requirements which impact on equity for all, in summary, include:

I. Requirements for the Administration of State Vocational Education Programs:

a. To designate full time personnel to eliminate sex bias and discrimination in Vocational Education Programs,

b. To represent women's concerns on the State advisory council for Vocational Education,

c. To include policies to eradicate sex discrimination in State five-year plans for Vocational Education,

d. To review annual program plans for compliance with State policies regarding eradication of sex discrimination,

e. To evaluate Vocational Education programs for service to women;

II. Provisions Regarding State expenditure of Vocational Education funds for:

a. Vocational Education programs for displaced homemakers,

b. Support services for women,

c. Day care services for children of students,

d. Programs to overcome sex stereotyping and sex bias,

e. Vocational Education personnel training,

g. Consumer and homemaking education;

III. Requirements for National Vocational Education Programs:

a. All states shall be responsible for submitting data including sex and race of Vocational Education students.

b. The National Advisory Council on Vocational Education shall include minority and non-minority men and women with knowledge of women's concerns,

c. The Commissioner of Education shall reserve 5% of funds appropriated for Vocational Education programs of national significance,

d. The Commissioner of Education was to have submitted to Congress by October, 1979, a national study of sex bias in Vocational Education (Brief Highlights, 1978).

Title II also defines sex bias, sex stereotyping, and sex discrimination as follows:

> "sex bias: behaviors resulting from the assumption that one sex is superior to the other.
> sex stereotyping: attributing behaviors, abilities, interests, values, and roles to a person or a group of persons on the basis of their sex.
> sex discrimination: any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex" (Weinheimer, 1978).

Education Toward Sex Equity

Data on students' perceptions of sex role stereotyping indicate that stereotypes develop in childhood and continue through adolescene. Before children enter school, they have already established ideas of adult sex role stereotypes.

A study comparing the levels of awareness of sex-role stereotypes in kindergarteners, second, and fourth graders showed that the knowledge was appreciable and increased to the second grade where it remained and showed no significant increase in fourth graders (Williams, Bennett & Best, 1975). Other research has shown that adolescent males are aware of a greater number of occupations than females, wish and expect to have a career, have higher occupational aspirations than females, expect to achieve their occupational aspirations, and receive encouragement from counselors to pursue occupational training. On the contrary, adolescent

decline career commitment, limit their occupational choices to traditionally female ones, have lower expectations of achieving their occupational aspirations than males, indicate that they feel that men disapprove of intellectual women, and give expectations of marriage and being a housewife as reasons for not having occupational plans (Cornell University, 1977).

Until recent attempts to modify instructional materials authors, educators, and parents have been using textbooks that illustrate a sex-biased perspective in the portrayal of sex roles (Chase, 1972) and in hypothetical illustrations that are used as examples (Burr, Dunn, and Farquhar, 1972). Children's texts have traditionally portrayed males and females in separate and distinct roles. Female children have often been illustrated in homemaking activities or passively watching male activities. Adult women are portrayed as homemakers whose interests and activities center on caring for her family - she rarely has interests outside of the home and she is often referred to in a possessive manner as Mrs. X or X's mother.

Male children portrayed as active and playful. As adults, they hold the dual role of parent and jobholder. It has been argued that the portrayal of boys as the astronauts, doctors, and policemen; and girls as the waitresses, nurses, and schoolteachers, gives children the biased message that they must conform to these roles throughout life in order to be fully accepted.

The minimization of contributions of women in an historical sense may give students the impression that all major contributions have been make by men. The grammatically correct style of using a masculine

reference to identify a hypothetical person, e.g., Cro-Magnon Man who used man-made tools for his survival, indicates that historic people were not women. A more equitable reference might be made to citizens, people, or ancestors. In some instances, references to men might be explained, e.g., the Gettysburg Address intended to address men because women were not yet allowed to vote (Burr, et al., 1972).

Instructional materials contribute to the students' self-images and attitudes toward others (Self-Study Guide, 1974). Sex biased material might: attribute certain personality traits to one sex, characterize most men as powerful, assertive, and independent; give little or no serious attention to the wide variety of accomplishments by women; suggest that certain types of work are for men or for women.

The following guidelines from Expanding Adolescent Role Expectations, (Cornell University, 1977) provides a series of questions which have been used to adjust instructional materials in order to eliminate the perpetuation of sex role bias:

a. Does the testbook make both female and male students feel comfortable in learning about subjects which were formerly for one sex?
b. Does the textbook include pictures of male and female students, teachers, and adults in nontraditional roles?
c. Does the textbook point out that employers in occupations which formerly hired one sex are now required by law to employ the best qualified candidate regardless of sex?
d. Does the textbook dispel the myth that homemaking is only for females and outside employment only for males?
e. Do textbooks on mechanical drawing, metals, plastics, electronics, woodworking, construction, machinery, and agriculture point out to both males and females the advantages of acquiring training for the labor market and practical skills for daily living?
f. Do the textbooks dispel the myth that tools and power-driven machines are too dangerous for females to learn to use?
g. Do the textbooks demonstrate that females have the right to pursue activities or careers in nontraditional skills where physical strength is required?

Other suggestions have been offered. Information networks could be established among students, instructors, and administrators for purposes of planning the incorporation of Title IX regulations in curriculum, career counseling and post-secondary training. Information could also be made available to the community concerning citizens' rights and responsibilities under anti-discrimination laws. Educational institutions could be encouraged to make available academic credit for life-long experiences based on demonstrated abilities; to develop flexible classroom hours, and creative porgrams to enhance self-confidence, and further career planning (Harrison, 1979).

One of the more successful secondary vocational education programs to enroll male and female students in occupational areas previously reserved for one sex or the other has been the New Pioneers Project in North Carolina (Smith, 1976). Since the project began in 1974 female enrollment has significantly increased in farm production, bricklaying, and carpentry. Male enrollments have increased in home economics, foods and nutrition, housing, and home furnishings. Strategies for accomplishing this change addressed all levels of the school system: state consultants, local administrators, teachers, and students. A summer program for teachers was developed that offered credit courses on sex bias in education which included topics on work roles, family roles, texts, athletics and counseling.

The workshops were developed by Occupational Education Consultants that involved having teacher rewrite course descriptions, identify and consider changes for sexist text material, and evaluate classroom facilities for usefulness to ~~both sexes~~. School policies were changed

to integrate physical education classes and to allow students to take one half year of industrial arts and one half year of home economics. Local people working in nontraditional fields were invited to speak with students in their classes. The result has been increased participation and enthusiasm in many areas of education.

Proponents of the New Pioneers Project recommend discussing sex-biased materials with nonsexist information, and contacting publishers of sex biased materials to request more equitable information.

The need for coordinated efforts between the school and the workplace have also been recognized. The work environment, relationships among co-workers and the relationships between workers and supervisors may have particular meaning for periods of adjustment needed for persons entering an occupational area previously reserved for one sex or the other.

In addition to difficulties men have in adjusting to women as co-workers, research has shown dramatic evidence supporting difficulty women have faced in the workplace. They have encountered harassment from foremen or supervisors, difficulty with physical aspects of the job, discrimination in pay, coldness and hostility, sexual harassment and propositioning from male co-workers, tricks, survival testing, and an unwillingness of men to teach women skills needed for occupational success.

Perhaps contributing to these conditions are the vast differences in the sexual composition of several occupational areas. Vocational educators have recognized this as a problem and have promoted the recrruiment of students in educational programs which have remained

dominated by one sex or the other. Further adjustments may, however, be necessary.

In addition to the development of technical skill and knowledge, students must learn how to cope with difficulties they may encounter in a nontraditional occupational setting. Campbell, Thrane and Budke (1980) indicated that such students must be made aware of their legal rights, be provided with accurate expectations of what to expect on the job and be provided with role playing experiences to overcome any further situations that may arise.

Chapter II

METHODS

Introduction

The sequence used to conduct this pilot study is listed in the following topical outline:

1. Formation of an advisory council.
2. Development of a non-traditional sex-role occupation survey instrument.
3. Identification of subjects and/or contacts for data collection and the formative development of an instrument.
4. Formative development of survey instrument.
5. Collection of data.
6. Analysis of data.
7. Summative development of survey instrument.
8. Development of dissemination rationale.
9. Development of replication procedure which could be used in different geographic settings and different points in time.
10. Completion of a final report.

Specific procedures used in the pilot study are reported separately in the remainder of this chapter. The analysis of data, an account of the summative development of the research instrument and replication procedures will be reported in the next two chapters.

The Advisory Council

An advisory council was formulated to provide input to and aid in the conduct of this study. Potential members of the advisory council were identified through exploratory telephone conversations with individuals associated with sex-equity and vocational education. It was

through such an exploratory activity that other possible advisory council members were identified. A total of eleven members of the community representing key organizations associated with sex equity and vocational education served on this council. A listing of these persons and their organizational affiliation is included in Appendix A.

The first meeting of the advisory council was held at the Tamiami Campus of Florida International University on April 7, 1980. The objectives of that meeting included:

1. A review of the design and goals of the study.
2. A developmental review of the instrumentation to be used in the study.
3. The identification of subjects and/or contacts for data collection in the study.

A copy of the letter of invitation for this meeting and accompanying map of the University sent advisory council members is included in Appendix A.

A packet of material consisting of the listing of members, an agenda, a listing of goals and design of the study, a topical outline for an interview guide, and several interview referral forms was distributed to advisory council members at the meeting. These items are included in Appendix A.

Results of the pilot study were shared with the advisory council during an exit meeting. A copy of the letter of invitation is included in Appendix A.

The Sample

The sample used in this study consisted of individuals employed for at least one year in a non-traditional occupational area. Specific

target occupational areas were identified as those which are most disproportionate in terms of sexual composition through a review of U. S. Department of Labor data (1978). This included the following occupational areas by sex:

Target Occupational Areas

Female	Male
Constructional Trades	Health Occupations
Mechanical Trades & Repairers	Secretarial & Clerical

Individuals employed in these target occupational areas were identified through the use of interview referral forms completed by advisory council members and exploratory activities conducted by the project director and the project graduate assistant.

Considerable difficulty was encountered in this phase of the study. Great anxiety was expressed by several employers which were contacted about the possibility of interviewing some of their employees who were functioning in no-traditional occupational areas. Further, some employees who were contacted were reluctant to be interviewed. Upon further exploration, it was determined that this anxiety was related to several factors. These have been summarized to include:

1. Operational policies of employers.
2. Possible loss of production time due to the interview.
3. Confidentiality of the identity of employees.
4. The loss of personal time due to an interview by employees after working hours.
5. The possible generation of data which might reflect unfavorably on sex equity practices in the employment setting.

Due to these factors, a modification of the project design was introduced. It was decided to utilize the interview instrument as a mailed questionnaire. Copies of the instrument, a letter of transmittal and a postage paid addressed return envelop were sent out and/or distributed by personnel directors to employees who agreed to participate in this study. The total number of instruments which were sent out or distributed is listed in Table 1.

The Research Instrument

The research instrument used in this study was originally developed as an interview survey form. It should be noted that due to difficulties encountered in the identification of members of the sample to be interviewed, this instrument was utilized as a mailed questionnaire.

The actual development of the instrument began with a review of literature concerning the areas of job satisfaction, career development, and vocational guidance (Gruneberg, 1976; Hopson and Hayes, 1968; Simon, Howe and Kirschenbaum, 1978; Peters and Hansen, 1977, and Super 1957). From this review a five point topical outline was developed to serve as a working guide for the development of the instrument. This outline as it was presented to the advisory council is included below:

A. Demographic Data
    1. Sex
    2. Present occupation
    3. Length of employment in present occupation
    4. Length of time employed by present employer
    5. Number of jobs held in present occupational area
    6. Length of time employed by former employers

Outline Cont.

B. Seeking Employment
   1. Interaction with employment placement services
   2. The employment interview
   3. Support from parents, teachers, peers
   4. Job expectations
   5. Most useful aids in seeking employment

C. Initial 6 Months of Employment
   1. Relationship with co-workers
   2. Relationship with supervisors
   3. Job related public interaction
   4. Job expectations
   5. Job satisfaction
   6. Support from parents, former teachers and peers
   7. Most useful aids during the first 6 months of employment

D. Continuing Employment
   1. Relationship with co-workers
   2. Relationship with supervisors
   3. Job related public interaction
   4. Job expectations
   5. Job satisfaction
   6. Support from parents, former teachers and peers
   7. Most useful aids during continuing months of employment

E. Comments in Retrospect
   1. Educational Preparation
   2. Vocational guidance
   3. Other

This same outline was distributed and discussed at the first advisory council meeting. Input received at this time was utilized to expand the original outline as well as serve as a guide in the development of the instrument itself. A copy of the questionnaire to be employed in the study was sent to advisory council members for review and comment

Table 1

The Number of Instruments Sent-Out or
Distributed by Sex and Occupational Area

Occupational Areas	Instruments Sent Out N	Instruments Returned N	%
Female			
Construction Trades	8	4	21.1%
Mechanical Trades & Repairers	11	7	36.8%
Sub-Total	19	11	57.9% +
Male			
Health Occupations	15	4	26.6%
Secretarial & Clerical	18	6	33.3%
Sub-Total	33	10	30.3% +
T O T A L	52	21	40.4% ++

* Four instruments were returned by the Post Office as non-deliverable. No attempts were made on a follow-up mailing or distribution of instruments to non respondents due to anxiety previously identified. These were not included in the data reported in this section.

\+ Percentages based on sub-total in Male and Female occupational areas.

++ Percentages based on total number of instruments sent out and total number of usable returns.

regarding the format and face validity. No additional changes were made following a favorable review.

It should be noted that a supplemental section for the instrument was developed to solicit input from respondents on the questionnaire itself. A copy of the research instrument used in the pilot study, a letter of transmittal, the questionnaire supplement and the letter requesting a face validity review of the instrument to advisory members is included in Appendix B. The instrument used in the pilot study has been marked, "for developmental use, do not use" as it appears in the Appendix B. This notation was done in order to reduce the future application of this earlier version of the instrument.

A final copy of a research instrument has been developed through a review of input received and is included in the replication section of the last chapter of this report.

Analysis of Data

Data collected in this study were classified in two categories. The first category was data collected through the use of the questionnaire supplement. This provided input from members of the target population surveyed regarding the content and structure of the research instrument. Data collected from this source was reviewed and utilized in the development of the instrument included in the replication section of the last chapter.

The second source of data collected was the questionnaire as it was used in the pilot study. This data were categorized according to occupational areas by sex and reported in a descriptive fashion using means. No additional analysis or statistical procedure was applied to this data.

Chapter III

RESULTS AND FINDINGS

Data collected in this study were used to aid in the summative development of the research instrument and to provide a preliminary profile of persons employed in selected occupational areas traditionally reserved for one sex or the other. Findings for these two areas will be reported separately in this chapter.

The Instrument

Four open ended questions were used to collect input from persons surveyed. Each of these questions will be listed as they appeared in the supplemental section of the questionnaire used in the pilot study to facilitate this report.

Question No. 1: Describe any difficulties you may have had in completing this questionnaire.

None of the respondents completing this question expressed any difficulty in completing the questionnaire. Two respondents questioned the meaning of sex bias as it was used in the last item in the section on seeking employment.

Question No. 2: Indicate any topics which could be added to the questionnaire in order to make it more thorough.

Although input was provided to this request, specific topics were not identified. Upon review it was determined that input provided was actually accounted for by items already included in the research instrument. This may be accounted for by the limited number of clearly marked sub-sections in the instrument.

Question No. 3: Indicate any topics or specific questions which you feel could be eliminated from this questionnaire.

None of the respondents completing this question identified any topics or specific questions they felt could be eliminated from the questionnaire. There was some concern expressed over the use of the phase non-traditional sex role occupation.

Question No. 4: Any other comments which you feel are pertinent are most welcome.

In summary, the comments received in this section were very supportive of the need to continue research in this area. Some of the respondents indicated a feeling of gratitude that research was actually being conducted. Concern was expressed in regard to the range included on some of the Likert scaling used in the instrument. This was of particular note in the sections of the instrument which employed a three point scale. This concern was not expressed in the one section which used a five point scale.

As a result of the responses to these questions, the research instrument used in the pilot study was modified. Six distinct categorical sections were used to restructure the instrument to include: (1) demographic data, (2) job history, (3) seeking employment, (4) work related qualities, (5) work relationships, and adjusting to employment.

Five point Likert scales with appropriate descriptive notations were introduced to all sections. Further, reference to occupations as non-traditional in terms of sex roles was eliminated. A copy of the revised instrument is included in the replication section of the last chapter.

The Employment Profile

Demographic Data

Of the persons responding to the pilot study, 11 were women and 10 were men. Sixteen were white and 5 were black. The range in age was between 19 and 42, with a mean of 28.7 The number of dependents ranged between zero and 3.

The length of time specified as a Florida resident ranged from 7 months to 36 years. The length of time employed in their present occupational area ranged from 3 months to 16.5 years. The length of time employed by their present employers ranged from 3 weeks to 16.5 years. The number of positions held in their present occupation ranged from one to 10 with a mean of 2.4.

The most common reason given for leaving a position was greater personal benefits. This was expressed as the recognition of experience, educational opportunities, and the increased possibility of a promotion. The next most common reason given was increased salary.

A wide range of occupations held by parents was listed. With the exception of one woman who indicated that her mother was an operating engineer, there was nothing unusual or non-traditional reported in this section.

The most frequent source of training for positions presently held was on-the-job training. Other sources included vocational schools, community colleges, high schools and self study. It could not be determined from the data available whether on-the-job training was received after a period of employment of which entry was obtained through the development of skills in another setting, or if the on-the-job training

was the total source of preperation in an occupational area.

Seeking Employment

Of the six possible categories listed as job placement aids, referrals by relatives and teachers were rated the highest. An individual "walking in" and referral by peers (listed in the space provided for "other") was rated next highest. The remaining employment aids used, in decreasing order of ratings were classified ads, public employment services, private employment services and referrals by advacacy groups.

More than ninety percent of the respondents indicated that they felt adequately prepared for their job interview and that the interview they received was fair. Of those who felt they could have been better prepared for the interview, better knowledge of the job itself and the development of additional skills were cited as things that may have been useful.

Work Related Qualities

Overall, the combined mean ratings by men and women to all eight work related qualities ranged between medium (2) and high (1). The overall combined expectation prior to employment had a mean rating of 1.7. There was little variation in regard to the mean ratings of expectations by men and women to any of the eight work related qualities listed. These ranged from a combined mean of 1.5 for working conditions, job security and the work itself to a combined mean of 1.9 for the work itself. There was a slight decrease in the overall combined mean ratings indicated by men and women to the degree of satisfaction during the first six months of employment ($\bar{X}$1.9) and a rise during the continuing

period of employment($\bar{X}$1.4).

Women had higher expectation than men prior to employment to all areas listed. The eight individual mean levels of staisfaction expressed by women was lower in all categories than the degree of mean levels expressed by men during the first six months of employment. This was, however, reversed according to mean level ratings in these categories during the period of employment following the first six months of employment. A complete listing of these means computed by ratings of men and women separately and combined is included in Table 2 at the end of this chapter.

Work Relationships

The overall combined mean rating by men and women to the six work relationships possibilities listed ranged between medium (2) and high (1). The overall combined expectation by men and women prior to employment had a mean rating of 1.4. The overall mean expectation expressed by men was slightly higher ($\bar{X}$1.3) than the overall mean expectation expressed by women ($\bar{X}$1.5). This same difference was also true according to the overall mean ratings computed during the first six months of employment ($\bar{X}$men 1.1, $\bar{X}$ women 1.6) and the ratings for the continuing period of employment ($\bar{X}$ men 1.2, $\bar{X}$ women 1.3). A complete listing of these means computed by ratings of men and women separately and combined is included in Table 3 at the end of this chapter.

Encouragement and Influence

The combined overall mean ratings of men and women responding to the twelve categories of persons who may have encouraged or influenced them ranged between medium (2) and high (1). The overall combined

level of influence while seeking employment by men and women had a mean rating of 1.7. Overall as a group, women tended to provide ratings slightly higher ($\bar{X}$1.5) than men ($\bar{X}$1.8) in this area. This difference continued as a trend as evidenced by the overall mean ratings during the first six months of employment ($\bar{X}$ men 1.7, $\bar{X}$ women 1.5) and during a continuing period of employment ($\bar{X}$ men 1.8, $\bar{X}$ women 1.3)

Differences were noted in ratings by men and women of persons at work who either encouraged or influenced them. Men rated their male co-workers higher during the first six months ($\bar{X}$ 1.5) than they did during a continuing period of employment ($\bar{X}$ 1.8). There was little difference of their ratings of female co-workers during these time periods ($\bar{X}$ 1.9 during the first six months, $\bar{X}$ 1.8 during the continuing period of employment).

Women did the reverse in their ratings of male and female co-workers in these same situations. This same change was noted throughout the mean ratings provided by men and women to most of the ten persons remaining. Overall the combined mean rating of men and women also reflected these same shifts.

Table 2

MEAN RATINGS OF WORK RELATED QUALITIES

WORK RELATED QUALITIES	Expectations Prior to Employment			Degree of Satisfaction First Six Months of Employment			Degree of Satisfaction Continuing Period of Employment		
	Combined	M	F	Combined	M	F	Combined	M	F
INCOME	1.8	1.6	2.0	2.3	2.3	2.2	1.7	1.9	1.5
WORKING CONDITIONS	1.5	1.4	1.6	1.9	1.6	2.2	1.4	1.5	1.4
EMPLOYEE BENEFITS	1.6	1.4	1.9	2.0	2.0	2.0	1.4	1.6	1.1
JOB SECURITY	1.5	1.0	2.1	1.6	1.3	1.7	1.3	1.3	1.3
ADVANCEMENT OR PROMOTION	1.6	1.6	1.7	2.1	2.1	2.0	1.6	1.7	1.5
THE WORK ITSELF	1.5	1.3	1.8	1.5	1.3	1.7	1.2	1.3	1.2
DEGREE OF SUPERVISION	1.9	2.0	1.8	1.9	1.6	2.3	1.6	1.4	2.0
OCCUPATIONAL STATUS	1.6	1.4	2.0	1.9	2.1	1.7	1.5	1.6	1.3
O V E R A L L	1.7	1.5	1.9	1.9	1.8	2.5	1.4	1.5	1.5

Table 3

MEAN RATINGS OF WORK RELATIONSHIPS

RELATIONSHIP POSSIBILITIES	Expectations Prior to Employment			Quality of Relationship First Six Months of Employment			Quality of Relationship Continuing Period of Employment		
	Combined	M	F	Combined	M	F	Combined	M	F
MALE CO-WORKERS	1.4	1.3	1.5	1.5	1.1	1.8	1.2	1.3	1.1
FEMALE CO-WORKERS	1.4	1.3	1.5	1.4	1.1	1.6	1.2	1.0	1.3
MALE SUPERVISORS	1.4	1.3	1.5	1.4	1.0	1.8	1.2	1.0	1.3
FEMALE SUPERVISORS	1.4	1.2	2.0	1.2	1.1	1.5	1.0	1.0	1.0
WORK RELATED MALE PUBLIC CONTACT	1.5	1.3	1.4	1.3	1.1	1.4	1.4	1.3	1.4
WORK RELATED FEMALE PUBLIC CONTACT	1.5	1.3	1.6	1.2	1.0	1.4	1.3	1.1	1.4
O V E R A L L	1.4	1.3	1.5	1.3	1.1	1.6	1.2	1.2	1.3

Table 4

MEAN RATINGS OF PEOPLE IN TERMS OF THEIR DEGREE OF ENCOURAGEMENT OR INFLUENCE

PERSONS	Influence While Seeking Employment			Influence During First Six Months of Employment			Influence During Continuing Period of Employment		
	Combined	M	F	Combined	M	F	Combined	M	F
MALE CO-WORKERS	2.0	2.0	2.0	1.8	1.5	2.1	1.5	1.8	1.3
FEMALE CO-WORKERS	2.1	2.0	2.2	2.0	1.9	2.2	1.8	1.8	1.8
MALE SUPERVISORS	2.3	2.5	2.2	1.6	1.8	1.5	1.7	2.0	1.5
FEMALE SUPERVISORS	1.6	1.5	2.0	1.4	1.5	1.0	1.3	1.4	1.0
MOTHER	1.3	1.2	1.3	1.3	1.2	1.3	1.2	1.2	1.1
FATHER	1.5	1.7	1.4	1.7	2.0	1.5	1.6	2.0	1.3
SPOUSE	1.3	1.5	1.0	1.4	1.7	1.6	1.8	2.3	1.0
BOY OR GIRL FRIEND	1.4	1.5	1.3	1.5	1.5	1.4	1.2	1.5	1.0
MALE TEACHERS	1.6	2.0	1.2	1.6	2.3	1.2	1.8	2.3	1.4
FEMALE TEACHERS	1.8	1.8	NA	1.7	1.7	NA	2.0	2.0	NA
OTHER FAMILY MEMBERS	1.6	2.0	1.2	1.6	2.0	1.3	1.4	1.8	1.0
OTHER FRIENDS	1.4	1.6	1.0	1.6	2.0	1.2	1.5	2.0	1.0
O V E R A L L	1.7	1.8	1.5	1.6	1.7	1.5	1.6	1.8	1.3

Chapter IV

CONCLUSION AND RECOMMENDATIONS

The data collected in this pilot study were supportive of the need for additional survey research in specific occupational areas previously reserved for one sex or the other. Respondents to the survey indicated through their comments that research efforts in this area were in fact needed and overdue. Differences were noted which indicated changes in the perceptions of men and women to (1.) factors affecting their initial employment, (2.) factors affecting their adjustment to employment during their first six months on the job, and (3.) factors affecting their adjustments during their continuing period of employment for the remainder of the first year. These changes were present for men and women in combined groupings as well as by separate groupings.

Distinct differences in the direction of trends were noted through a review of data by separate groupings of men and women. It has been concluded that these different trends with opposite directions may have been due to sex role identification and previous socialization experiences. It can be speculated that such differences may not only be linked to groupings by sex, but also may be present within different occupational areas and observable in different regional settings. Further, it is likely that data collected over different points in time in a longitudinal fashion would yield differences due to changes in sociated values affecting the occupational roles of men and women.

Data was also collected on the format and structure of the research instrument used in this pilot study. From a review of this input, it has been concluded that the content of the research instrument was

appropriate and valid to this topic. Adjustments have been made to the research instrument to facilitate its use in future applications.

Based on the data collected and conclusions drawn, the following recommendations have been made:

1. That additional research efforts be conducted in the area of persons entering occupations previously reserved for one sex or the other.
2. That these research efforts be conducted in a regional manner by individual school districts, community colleges or regional coordinating councils for vocational technical education.
3. That future research efforts be limited to distinct and separate occupational areas.
4. That future research efforts be logitudinal and involve the former vocational teachers of recent graduates who have entered an occupational area previously reserved for one sex or the other.
5. That data collected from such research efforts be utilized in counseling students prior to their graduation by vocational teachers and counselors in order to aid in their adjustment to the work place.
6. That the revised research instrument developed as a result of this pilot study be employed in future survey efforts.

Procedures for Replication

The following procedures for recommendation have been provided as a sub-section of this chapter to facilitate the implementation of recommendations stated in this pilot study:

OBJECTIVE: The collection of data to formulate counseling information which will aid students enrolled in occupational areas of study which have been previously reserved for one sex or the other. Specific utility is intended for their eventual search for employment and for their adjustment to employment.

PROCEDURE:

1. Conduct the survey on a regional basis via individual school districts, community colleges or regional coordinating councils for vocational technical education.
2. Select target occupational areas which have been disproportionately dominated by one sex or the other.
3. Utilize classroom teachers to provide input in the identification of recent graduates who are now employed in a target occupational area.
4. Solicit support and input from local program area or craft advisory councils.
5. Survey members of the target population as part of an activity for normal longitudinal or follow-up survey of school graduates.
6. Review data collected to formulate counseling information for students enrolled in occupational areas of study previously reserved for one sex or the other.

7. Share data collected with vocational classroom teachers and counselors as an in-service activity.

INSTRUMENTATION: Utilize the research instrument included on the following pages.

EMPLOYMENT

FOLLOW-UP QUESTIONNAIRE

PART A: DEMOGRAPHIC DATA

1. Sex:____ 2. Ethnic Background:____ 3. Marital Status: ____ 4. Age:___
5. Number of dependent children:____ 6. Present Occupation:_____

_____

7. Parents occupation: (Mother)_____(Father)_____

PART B: JOB HISTORY

1. Length of time employed by present employer:_____
2. Total length of time employed in present occupation:_____
3. Total number of positions held in present occupation:_____
4. Reasons for leaving former positions with present employer:
   A._____
   B._____
   C._____
   D._____
   E._____
5. Other occupations employed in and the primary reason for leaving:

Occupations	Primary Reason for Leaving
A._____	_____
B._____	_____
C._____	_____
D._____	_____
E._____	_____

6. What was the primary source of training for your present job?
   ___vocational school ___community college ___hobbies ___on-the-job
   ___comprehensive high school other:_____
   ___CETA program ___family business_____
7. Indicate the degree of adequacy of this training:
   __Very adequate __Adequate __Inadequate

COMMENTS:

EMPLOYMENT

FOLLOW-UP QUESTIONNAIRE

PART C: SEEKING EMPLOYMENT:

1. Rate each of the following job placement aids that you have used by referring to the scale listed below;

1	2	3	4	5
VERY GOOD	GOOD	FAIR	POOR	VERY POOR

Place the number which best represents your feeling in the space provided to the left of each item listed below:

__A. Classified Ads __B. Public Employment Service

__C. Private Employment Service __E. Referrals by Teachers

__E. Referrals by Relatives __F. Referrals by Advocacy Groups

__G. Referral by Previous Employer __H. Other:_____

_____

2. Did you feel that you were adequately prepared for the interview for your present job? _____Yes ___No.

If no, what could have helped you to be better prepared for the interview? _____

_____

3. Do you feel that your job interview for your present position was fair?

_____Yes _____No. Why or who not:_____

_____

_____

_____

COMMENTS:

EMPLOYMENT

FOLLOW-UP QUESTIONNAIRE

PART D: WORK RELATED QUALITIES

1. All jobs have common work related qualities. This section is designed to identify your perceptions of these qualities as expectations prior to your employment, as points of satisfaction during your first six months of employment, and during your continued period of employment. Rate each work related quality listed using the scale provided below:

1	2	3	4	5	NA
VERY HIGH	HIGH	MEDIUM	LOW	VERY LOW	NOT APPLICABLE

Place the number or letter which best represents your feeling in the spaces provided:

LEVEL OF EXPECTATION Prior to Employment	WORK RELATED QUALITIES	LEVEL OF SATISFACTION First 6 months of Employment	LEVEL OF SATISFACTION Cont. period of Employment
_____	. . . . . SALARY.	_____	_____
_____	. . . EMPLOYEE BENEFITS.	_____	_____
_____	. . . . JOB SECURITY	_____	_____
_____	. . ADVANCEMENT/PROMOTION. . . .	_____	_____
_____	. . . . THE WORK ITSELF	_____	_____
_____	. . DEGREE OF SUPERVISION. . . .	_____	_____
_____	. . . . JOB STATUS	_____	_____
_____	QUALITY OF THE . . . WORKING CONDITIONS.	_____	_____
_____	. . . OTHER: _____ . . .	_____	_____

COMMENTS:

EMPLOYMENT

FOLLOW-UP QUESTIONNAIRE

PART E: WORK RELATIONSHIPS

1. We all have feelings about people we work with. These feelings vary with different people, positions of authority and often change as time passes. This section is designed to identify your feelings about relationships with people associated with your job. Rate each of the relationship possibilities listed using the scale below;

1	2	3	4	5	NA
VERY HIGH	HIGH	MEDIUM	LOW	VERY LOW	NOT APPLICABLE

Place the number or letters which best represents your feelings in the space provided.

LEVEL OF EXPECTATION Prior to Employment	RELATIONSHIP POSSIBILITIES	SATISFACTION WITH RELATIONSHIP First 6 months Of Employment	Cont. Period of Employment
_____	. . . . MALE CO-WORKERS	_____	_____
_____	. . . . FEMALE CO-WORKERS.	_____	_____
_____	. . . . MALE SUPERVISORS.	_____	_____
_____	. . . . FEMALE SUPERVISORS	_____	_____
_____	. . . PUBLIC CONTACT WITH MEN. . .	_____	_____
_____	. . PUBLIC CONTACT WITH WOMEN. . .	_____	_____
_____	. . . MEN YOU SUPERVISE	_____	_____
_____	. . . WOMEN YOU SUPERVISE. . . .	_____	_____
_____	OTHER: _____	_____	_____

COMMENTS:

EMPLOYMENT

FOLLOW-UP QUESTIONNAIRE

PART F: ADJUSTING TO EMPLOYMENT:

1. We are often influenced or encouraged by other people when we are seeking employment and as we adjust to a job setting. This section is designed to identify which people have been most helpful to you in these situations. Rate each person listed in terms of their degree of help or encouragement using the scale below:

1	2	3	4	5	H
VERY HELPFUL	HELPFUL	MODERATLY HELPFUL	OF LITTLE HELP	NO HELP	HINDERING

Place the number or letter which best represents your feeling in the space provided:

Degree of help while Seeking Employment	PERSONS	Degree of help during First 6 months of Employment	Degree of help during Cont. Period of Employment
_____	. . . . MALE CO-WORKERS . . .	_____	_____
_____	. . . FEMALE CO-WORKERS . .	_____	_____
_____	. . . MALE SUPERVISORS . . .	_____	_____
_____	. . . FEMALE SUPERVISORS . .	_____	_____
_____	. . . . . MOTHER.	_____	_____
_____	. . . . . FATHER.	_____	_____
_____	. . .OTHER FAMILY MEMBERS . .	_____	_____
_____	. . . . . SPOUSE.	_____	_____
_____	. . . . . MALE FRIENDS. . . .	_____	_____
_____	. . . . .FEMALE FRIENDS . . .	_____	_____
_____	. . . . . MALE TEACHERS . . .	_____	_____
_____	. . . . FEMALE TEACHERS . . .	_____	_____
_____	. . .OTHER: _____	_____	_____

2. How long did it take for you to comfortably adjust to your present job?

_____

COMMENTS:

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APPENDIX A

PILOT STUDY ADVISORY COUNCIL

Advisory Council Members

Pilot Study to Identify Sex Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas

	Phone
Mr. Art Ballou, Supervisor Trade and Industrial Education Health Occupations Building 1450 N. E. 2 Avenue, Room 207 Miami, Florida 33132	350-3663
Dr. Rita Bornstein, Director Sex Desegregation Assistance Center University of Miami School of Education P. O. Box 248065 Coral Gables, Florida 33124	284-5324
Dr. Charlotte Carney Vocational Education Equity Specialist State of Florida Department of Education 426 Collins Building MAILING ADDRESS: Knott Building Tallahassee, Florida 32304	(904) 488-7695
Ms. Sharon Dranow Legal Assistance Coordinator Dade County P.B.A. 2540 N. W. 29 Avenue Miami, Florida 33142	638-4051
Dr. Jan Feagans, Executive Director Fair Housing and Employment Appeals Board 1515 N. W. 7 Street, Room 109 Miami, Florida 33125	547-7840
Mr. Bobby McGahee Department Chairperson Business Education Hialeah-Miami Lakes Senior High School 7977 West 12 Avenue Hialeah, Florida 33013	823-1330, X53
Mr. Robert Metaxa U.S. Equal Employment Opportunity Commission Miami District Office Dupont Plaza Center, Suite 414 300 Biscayne Blvd. Way Miami, Florida 33131	350-4458

	Phone
Ms. Carrie Mickey, Supervisor Health Occupations Education Dade County Public Schools 1450 N. E. 2 Avenue Miami, Florida 33132	350-3141
Dr. John A. Remington, Director Center for Labor Florida International University Tamiami Campus Miami, Florida 33199	552-2520
Dr. Doris E. Stein, Co-Director Institute on Sexism Florida International University Tamiami Campus Miami, Florida 33199	552-2645
Mr. Terry Underwood, Supervisor Apprenticeship Training Dade County Public Schools 1450 N. E. 2 Avenue Miami, Florida 33132	350-3663

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

March 28, 1980

I would like to take this opportunity to express my appreciation for your willingness to serve on the advisory council for the "Pilot Study to Identify Sex Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas".

Our first meeting has been scheduled as follows:

DATE: Monday, April 7, 1980

TIME: 1:00 P.M. to 3:30 P.M.

LOCATION: PC 370, Florida International University
Tamiami Campus
Miami, FL 33199

A map of the campus and the surrounding area has been provided for your convenience.

The major objectives of our first meeting will be to (1) review the design and goals of the study, (2) review of the instrumentation to be used in the study and, (3) the identification of subjects and/or contacts for data collection in the study.

An agenda with more complete information will be provided at our meeting. If you have any questions regarding this study or the upcoming meeting, do not hesitate to contact me at (305) 552-2711.

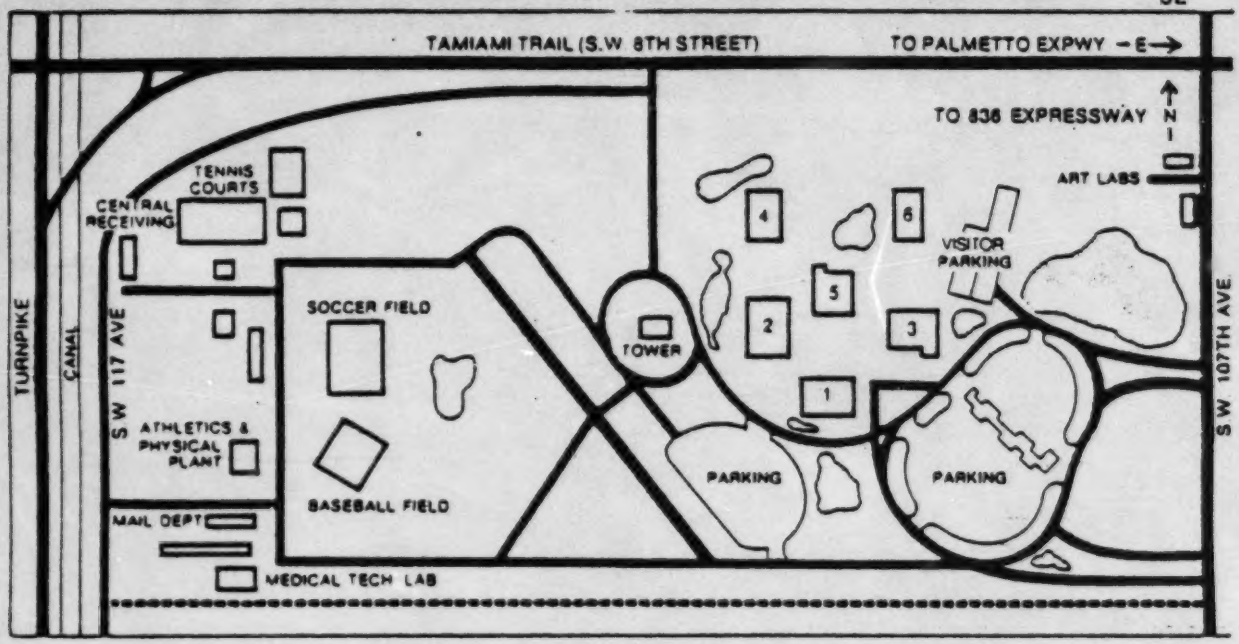
Sincerely yours,

Chester Wichowski
Project Director

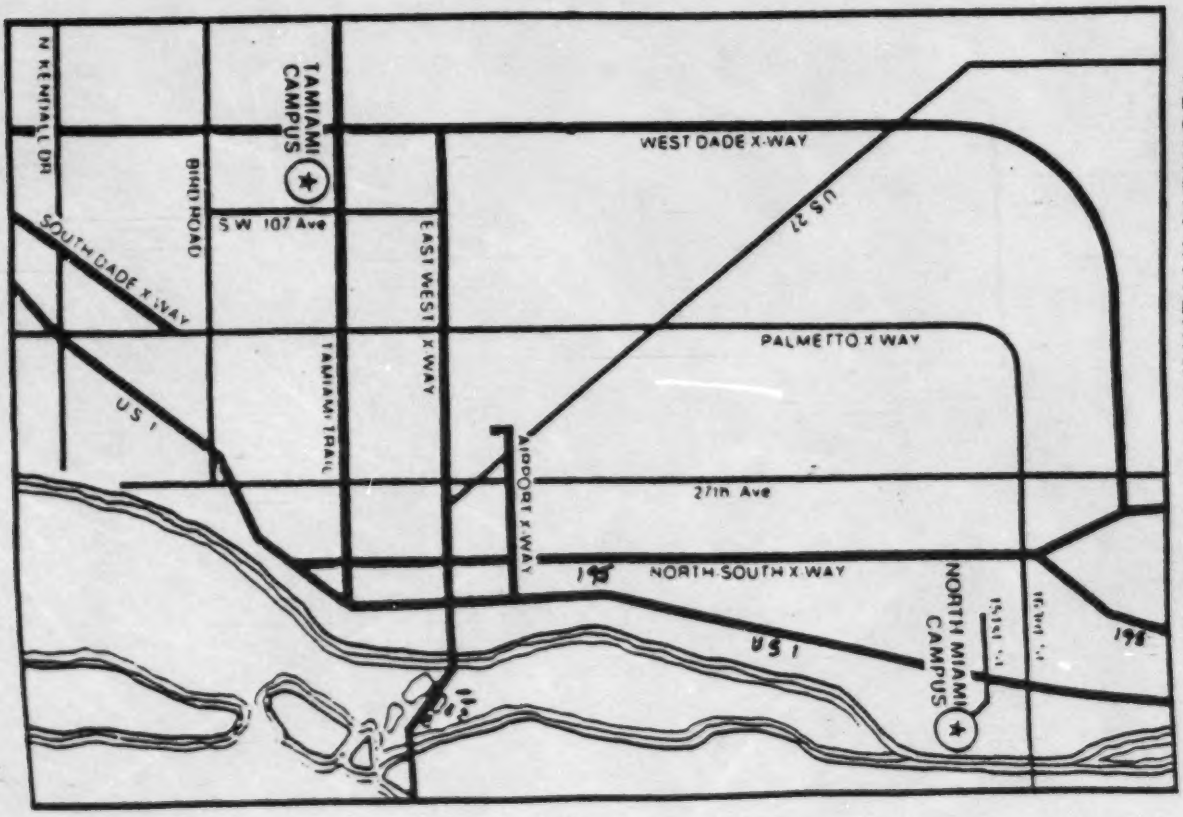
CW:emg

Enclosure

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER



1 PRIMERA CASA (Administrative Offices)
2 DEUXIEME MAISON
3 UNIVERSITY HOUSE (Student Services)
4 VIERTES HAUS
5 ATHENAEUM (Library)
6 OWA EHAN



Area Map

AGENDA

Advisory Council Meeting

for a

Pilot Study to Identify Sex Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas

Date: Monday, April 7, 1980
Time: 1:00 P.M. to 3:30 P.M.
Location: PC 370, Florida International University
Tamiami Campus
Miami, FL 33199

A. Introduction of Advisory Council members.

B. An overview of the study

1. Background to the study.
2. Need for the study.
3. Goals of the study.
4. Design of the study.
5. Occupational areas included in the study.

C. Development of the instrument.

1. Topical outline.
2. Interview items.

D. Identification of subjects and/or contacts for data collection and formation development of instrument.

E. Closing remarks.

GOALS & DESIGN

for a

Pilot Study to Identify Sex Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas

A. Goals

1. The development of a replication procedure for the identification of sex-role factors which might affect the employment of vocational students.
2. The development of an instrument to aid in the identification of sex-role factors which might affect the employment of vocational students.
3. The determination of sex-role factors which have affected the employment of vocational students in selected occupational areas.
4. The development of a rationale to disseminate this information among appropriate vocational teachers, counselors, and administrators.

B. Design

1. Form advisory council.
2. Develop non-traditional sex-role occupation interview outline.
3. Identification of subjects and/or contacts for data collection and the formative development of an instrument.
4. Formative development of interview questionnaire.
5. Collection of data.
6. Analysis of data.
7. Summative development of interview questionnaire.
8. Development of a dissemination rationale.
9. Development of replication procedure which could be used in different geographic settings and different points in time.
10. Completion of a final report.

C. Target Occupational Areas*

Female	Male
Construction Trades	Health Occupations
Mechanical Trades & Repairers	Secretarial & Clerical

*Based on a review of 1978 U.S. Department of Labor Report: "Employment and Unemployment During 1978: An Analysis", specified data reviewed was included in a table of Employed Persons by Occupation, Sex and Age, pp. A-20.

TOPICAL OUTLINE

Non-Traditional Sex Role Occupation Interview

A. Demographic Data
   1. Sex
   2. Present occupation
   3. Length of employment in present occupation
   4. Length of time employed by present employer
   5. Number of jobs held in present occupational area
   6. Length of time employed by former employers

B. Seeking Employment
   1. Interaction with employment placement services
   2. The employment interview
   3. Support from parents, teachers, peers
   4. Job expectations
   5. Most useful aids in seeking employment

C. Initial 6 Months of Employment
   1. Relationship with co-workers
   2. Relationship with supervisors
   3. Job related public interaction
   4. Job expectations
   5. Job satisfaction
   6. Support from parents, former teachers and peers
   7. Most useful aids during the first 6 months of employment

D. Continuing Employment
   1. Relationship with co-workers
   2. Relationship with supervisors
   3. Job related public interaction
   4. Job expectations
   5. Job satisfaction
   6. Support from parents, former teachers and peers
   7. Most useful aids during continuing months of employment

E. Comments in Retrospect
   1. Educational preparation
   2. Vocational guidance
   3. Other

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

April 18, 1980

Dear

I would like to take this opportunity to express my gratitude to you for your contributions to our advisory committee meeting for the "Pilot Study to Identify Sex Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas."

Enclosed is a second draft copy of the interview questionnaire which has been developed following an analysis of input at our meeting on April 7, 1980. This instrument will be Field Tested and used to gather data shortly. Do not hesitate to contact me if you wish to comment on this instrument or identify any other persons who could be interviewed in this study. Please call me at 552-2711 or use the interview referral form and return envelope enclosed.

Another advisory committee meeting will be held in several weeks to share with you the results of our field testing and the summarized findings of this study. You will be contacted by telephone to establish a tentative meeting date and time for this meeting in the near future.

Sincerely yours,

Chester Wichowski
Project Director

CW:eb
enclosure

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

INTERVIEW REFERRAL

for a

Pilot Study to Identify Sex Role Factors Affecting the Employment of Vocational Students in Selected Occupational Areas

Please identify individuals, employers, or organizations which may be helpful in setting up interviews for this study.

REFERRAL: _____
(Name of Individual) (Telephone No.)

_____
(Name of Employer or Organization) (Telephone No.)

Occupational Area: _____

Comments: _____

_____

May your name be used as referrer? ___yes___no

If yes, list your name: _____

REFERRAL: _____
(Name of Individual) (Telephone No.)

_____
(Name of Employer or Organization) (Telephone No.)

Occupational Area: _____

Comments: _____

_____

May your name be used as referrer? ___yes___no

If yes, list your name: _____

Return all referrals to: Dr. Chester Wichowski
Division of Vocational Education
Florida International University
Tamiami Trail
Miami, Florida 33199

(305) 552-2711

APPENDIX B

THE RESEARCH INSTRUMENT

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TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

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Sincerely yours,

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THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) 552-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

Would you please take approximately twenty minutes from your busy schedule to assist us in our research effort sponsored by the Florida Department of Vocational Education? The enclosed questionnaire has been developed to aid us in the identification of factors associated with non-traditional employment.

The data supplied by you will be used in strict confidence. Neither your name nor the name of your employer will be used in this research project. Do not place your name on the questionnaire.

The findings of this study will be used to aid vocational education teachers and counselors in working with students who have entered a non-traditional occupational training program. As such the information which you provide will be greatly appreciated.

Please complete the questionnaire to the best of your ability. A return postage paid envelope is included for your convenience. Your participation is greatly appreciated. Do not hesitate to contact me, (305)552-2711, if I can answer any questions you may have concerning this matter.

Sincerely yours,

Chester Wichowski
Associate Professor and Project Director
Division of Vocational Education

CW:emg

Enclosure

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

- FOR DEVELOPMENTAL USE DO NOT USE -

NON-TRADITIONAL SEX ROLE OCCUPATION INTERVIEW

Part A: DEMOGRAPHIC DATA

1. Sex:_____ 2. Race:_____ 3. Ethnic Background:_____ 4. Marital Status:_____
5. Age:_____ 6. Number of dependent children:_____ 7. Present Occupation:

_____

8. Parents occupation: (Mother_____(Father)_____
9. Length of time a Florida resident:_____
10. Length of time employed by present employer:_____
11. Total length of time employed in present occupation:_____
12. Total number of positions held in present occupation:_____
13. Reasons for leaving former positions:
    A._____
    B._____
    C._____
    D._____
    E._____
14. Other occupations employed in and the primary reason for leaving:

	Occupations	Primary Reason for Leaving
A.	_____	_____
B.	_____	_____
C.	_____	_____
D.	_____	_____
E.	_____	_____

15. What was the primary source of training for your present job?
    __vocational school __community college __hobbies
    __comprehensive high school __military __other:_____
    __CETA program __family business_____
16. Indicate the degree of adequacy of this training:
    __Very adequate __Adequate __Inadequate

COMMENTS:

- FOR DEPARTMENTAL USE DO NOT USE -

- FOR DEPARTMENTAL USE DO NOT USE -

Part B: SEEKING EMPLOYMENT

1. Rate each of the following job placement aids that you have used by referring to the scale listed below:

1	2	3	4	5
VERY GOOD	GOOD	FAIR	POOR	VERY POOR

Place the numerical value of the description which best represents your feeling in the space provided to the left of each item listed below:

___A. Classified Ads ___B. Public Employment Service
___C. Private Employment Service ___D. Referrals by Teachers
___E. Referrals by Relatives ___F. Referrals by Advocacy Groups
___G. Other:_____
_____

2. Did you feel that you were adequately prepared for the interview for your present job?_____

3. What could have increased your preparation for the interview?
_____
_____

4. Do you feel that the interview you received for your present position was fair in terms of sex bias?_____

COMMENTS:

- FOR DEPARTMENTAL USE DO NOT USE -

- FOR DEPARTMENTAL USE DO NOT USE -

Part C: EMPLOYMENT

1. All jobs have common work related qualities. This activity is designed to aid in the identification of your perceptions of six of these qualities as expectations prior to your employment, as points of satisfaction during your first six months of employment, and during your continued period of employment. Rate each work related quality listed using the scale provided below:

1	2	3	NA
HIGH	MEDIUM	LOW	NOT APPLICABLE

Place the numerical value or letters of the description which best represents your feeling in the spaces provided:

EXPECTATIONS Prior to Employment	WORK RELATED QUALITIES	DEGREE OF SATISFACTION First six months of Employment	DEGREE OF SATISFACTION Continuing period of Employment
_____	. . . . . INCOME	_____	_____
_____	. . . WORKING CONDITIONS . . .	_____	_____
_____	. . . EMPLOYEE BENEFITS . . .	_____	_____
_____	. . . . . JOB SECURITY	_____	_____
_____	. . . ADVANCEMENT/PROMOTION. .	_____	_____
_____	. . . . .THE WORK ITSELF . . .	_____	_____
_____	. . . DEGREE OF SUPERVISION. .	_____	_____
_____	. . . .OCCUPATIONAL STATUS . .	_____	_____
_____	. . . OTHER: _____ . .	_____	_____

COMMENTS:

- FOR DEPARTMENTAL USE DO NOT USE -

- FOR DEPARTMENTAL USE DO NOT USE -

Part C: EMPLOYMENT (Continued)

2. We all have feelings about people we work with. These feelings vary with different people, positions of authority and often change as time passes. This activity is designed to aid in the identification of your feelings or relationships with different people who may be associated with your job. Rate each of the relationship possibilities listed using the scale below:

1 GOOD 2 FAIR 3 POOR NA NOT APPLICABLE

Place the numerical value or letter of the description which best represents your feeling in the space provided.

EXPECTATIONS Prior to Employment	RELATIONSHIP POSSIBILITIES	QUALITY OF RELATIONSHIP First 6 months of Employment	QUALITY OF RELATIONSHIP Cont. Period of Employment
_____	. . . . . MALE CO-WORKERS	_____	_____
_____	. . . . FEMALE CO-WORKERS	_____	_____
_____	. . . . MALE SUPERVISORS	_____	_____
_____	. . . . FEMALE SUPERVISORS	_____	_____
_____	.WORK RELATED MALE PUBLIC CONTACT .	_____	_____
_____	WORK RELATED FEMALE PUBLIC CONTACT	_____	_____
_____	OTHER: _____	_____	_____

COMMENTS:

- FOR DEPARTMENTAL USE DO NOT USE -

- FOR DEPARTMENTAL USE DO NOT USE -

Part C: EMPLOYMENT (Continued)

3. We are often influenced or encouraged by other people when we are seeking employment and as we adjust to a job setting. This activity is designed to aid in the identification of which people have been most helpful to you in these situations. Rate each person listed in terms of their degree of influence or encouragement on you using the scale below:

1 HIGH 2 MEDIUM 3 LOW NA NOT APPLICABLE

In the space provided, place the numerical value or letters of the description which best represents your feeling about people who have been most helpful.

INFLUENCE WHILE Seeking Employment	PERSONS	Influence during First 6 months of Employment	Influence during Cont. Period of Employment
_____	. . . . MALE CO-WORKERS . . .	_____	_____
_____	. . . FEMALE CO-WORKERS . .	_____	_____
_____	. . . MALE SUPERVISORS . . .	_____	_____
_____	. . . FEMALE SUPERVISORS . .	_____	_____
_____	. . . . . MOTHER.	_____	_____
_____	. . . . . FATHER.	_____	_____
_____	. . . . . SPOUSE.	_____	_____
_____	. . . BOY OR GIRL FRIEND. . .	_____	_____
_____	. . . . MALE TEACHERS	_____	_____
_____	. . . .FEMALE TEACHERS. . . .	_____	_____
_____	. . .OTHER FAMILY MEMBERS . .	_____	_____
_____	. . . . OTHER FRIENDS	_____	_____
_____	. . .OTHER:_____	_____	_____

4. What was the period of time necessary for you to comfortably adjust to your present job?_____

COMMENTS:

- FOR DEPARTMENTAL USE DO NOT USE -

NON-TRADITIONAL SEX-ROLE OCCUPATION INTERVIEW--Supplement

PART A: THE QUESTIONNAIRE

The quality of the questionnaire which you have just completed can only be judged by experts in the area of non-traditional employment such as yourself. Please take a few extra minutes to comment on the format and composition of our questionnaire. It is only through such input that we can improve our information gathering techniques. Thank you for your cooperation in this matter.

1. Describe any difficulties you may have had in completing this questionnaire.

_____

_____

_____

2. Indicate any topics which could be added to the questionnaire in order to make it more thorough.

_____

_____

_____

3. Indicate any topics or specific questions which you feel could be eliminated from this questionnaire.

_____

_____

_____

4. Any other comments which you feel are pertinent are most welcome.

_____

_____

_____

Dr. C. Wichowski, Division of Vocational Education, Florida International University, Miami, FL 33199 (305) 552-2711.